

Childminder report

Inspection date: 4 July 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children demonstrate that they are motivated to learn. They listen intently to new information and stories, to develop their listening and attention skills. Children build strong bonds with the childminder, who is kind and caring. The childminder praises children for taking turns as they play with blocks. She is a good role model and speaks to children with respect. The childminder values children's ideas and encourages them to be the same with others. For example, she listens to their views as they pretend to be vampires and superheroes during role play.

Children learn new vocabulary to develop their communication and language skills. For example, as children explore dough, the childminder explains words such as 'squidge' and 'plunger'. Children later use these words as they play. Children confidently talk about what they are doing and demonstrate that they have high self-esteem. For example, they proudly show off their models. The childminder uses familiar songs and nursery rhymes throughout the session to further support children's speech. As they join in with singing, children perform actions to songs, which helps their physical development. For example, children rock as the childminder sings 'Row, row, row your boat'.

The childminder helps children to learn about cultural events and celebrations. For example, she plans activities to help children to learn about Chinese New Year and Easter. This helps them to recognise and value differences in themselves and others.

What does the early years setting do well and what does it need to do better?

- Children learn to be independent in preparation for school. For example, they use the bathroom to wash their hands and take off their own shoes when they enter the childminder's home. Children demonstrate that they feel safe by moving independently around the childminder's home to find what they want to play with.
- Children tell the inspector that they like to dress up, and enjoy their time in the childminder's care. The childminder knows children well. She plans an ambitious curriculum, overall, which includes activities to nurture their interests. However, the childminder does not always use the information that she knows about children to plan activities that sharply focus on what children need to know next. Nonetheless, children are confident and motivated to learn.
- Children enjoy learning. They develop a good understanding of mathematics. For example, children learn about different shapes and sizes. They count as they play with blocks and build towers. The childminder helps older children to solve problems and develop their thinking skills. Children work out how they can make a bigger bridge from blocks for their vehicles when they do not fit under it. Older

children develop skills in preparation for their move to school.

- Parents report that they are happy with the care and learning their children receive. They say that the childminder is helpful and good at communicating. Parents recommend the childminder to others. The childminder provides parents with verbal updates about their children's day and activities. Generations of families have chosen to remain with the childminder over the years. This demonstrates how happy parents are with the level of care provided.
- The childminder keeps up to date with mandatory training, such as first aid. She receives emails, reads information online, and has discussions with other childminders to help her to keep up to date with current legislation.
- The childminder supports children to develop their literacy skills. For example, children enjoy looking at books and having stories read to them by the childminder. Children develop their language as they talk about the pictures they see. For instance, children repeat words, such as 'squirrel', 'tortoise' and 'kangaroo'.
- Children benefit from plenty of fresh air and exercise to help keep them fit and healthy. For example, they visit the childminder's farm, where she keeps pigs and horses. Children enjoy trips to parks, woodlands and other open spaces, such as the steam railway. The childminder encourages parents to provide healthy meals and snacks. However, methods used to increase children's knowledge of the importance good oral health and the care of their teeth are not embedded.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that her home and garden are kept free of any potential hazards for the safety of children in her care. She assesses risks daily. The childminder is alert to the signs that may indicate a child is at risk of harm. She can explain how she would take the appropriate steps to reduce any dangers to children. The childminder knows who to contact and what to do should an allegation be made against her or a member of her household. She has developed her knowledge of a wide range of safeguarding matters. For instance, the childminder understands what she must do if she suspects that a child is at risk of radicalisation.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- build more precisely on what children already know and can do, so that the activities planned for what children need to learn next help them to make even better progress
- strengthen children's understanding of healthy practices, for example, by helping

them to have a better understanding of the importance of oral health.

Setting details

Unique reference number	400614
Local authority	North Yorkshire
Inspection number	10276703
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 10
Total number of places	6
Number of children on roll	13
Date of previous inspection	28 July 2017

Information about this early years setting

The childminder registered in 2000 and lives in Pickering, North Yorkshire. She operates her childminding service from 8am until 5pm on Monday, Tuesday, and Thursday during term time. The childminder currently only offers care before and after school on Wednesday and Friday. She offers care Monday to Friday during the school holidays from 8am to 5pm. The childminder holds an appropriate qualification at level 3. She can provide funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kerry Holder

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of her setting.
- The inspector observed the quality of education during activities.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder and children. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector viewed some documentation, including training certificates, the attendance register and insurance documents.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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